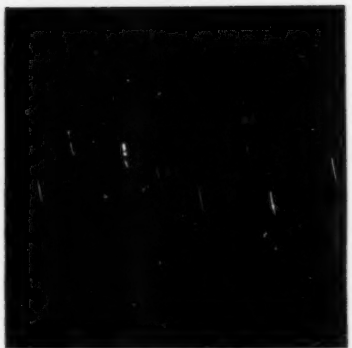
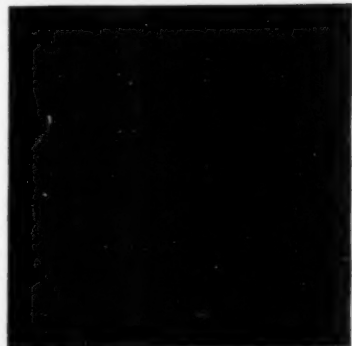


**FEBRUARY 1952**

*This little Greek boy treasures the shoes  
provided by UNICEF (see pages 13-16).*

ACME PHOTO

## *The American Teacher*





## *A report to the membership on Executive Council action at the December meeting*

**I**N A sincere effort to promote AFT organization, to expand AFT's services to its members, and to support programs for developing international understanding, the AFT Executive Council met in Chicago December 27-30 and worked long and hard to accomplish the purposes of the meeting.

A complete report of all action taken during those four days has been sent to the president of each local. On pages 6-9 of this issue you will find a detailed report of some of the more important action taken by the Council.

In addition to much necessary work of a routine nature, the Council also took the following action:

1. Investigated plans for group insurance for AFT members, and directed AFT officers to complete negotiations and sign a contract for the group insurance master policy offered by the Continental Casualty Company to cover sickness and accidents (see pages 6 and 7).

2. Decided to employ a full-time field worker to promote the interests of the AFT in Pennsylvania, New Jersey, and New York exclusive of New York City, and also to employ AFT and AFL leaders as temporary field workers in other areas (see page 8).

3. Made plans for the 1952 AFT convention, which will be held in Syracuse, N.Y., August 18-22. Chairmen of the various convention committees were named. Catherine Sheridan, of Local 2, New York City, was chosen to be the chairman of the Executive Council's convention committee. The other Council members are: Jessie Baxter, Lincoln Park, Mich.; Carl Benson, Toledo, O.; Mary Cadigan, Boston, Mass.; and M. Sophie Campbell, Providence, R.I.

4. Voted to sponsor an AFT Summer Workshop at the University of Wisconsin School for

Workers, as has been done every year starting with 1944. AFT Vice-President Jessie Baxter was appointed chairman of the committee to work out plans for this workshop, which will be held at Madison, Wisconsin.

5. Decided to recommend participation in a program at Bard College, N.Y., to provide credit courses for teachers, under AFT auspices, in the summer of 1952. AFT Vice-President Catherine Sheridan was made chairman of the Bard Workshop Committee, with Mary Cadigan and Selma Borchardt as the other members of the committee.

6. Appointed a committee to explore the possibilities for group travel by sea and air in connection with meetings of international educational groups. This committee is to report also on opportunities for study abroad which would be of value to AFT members, with the urgent appeal that as many as possible participate in such international undertakings (see page 5).

7. Adopted a statement of policy concerning strikes (see page 8).

8. Voted to present a token of recognition to John Dewey, a charter member of one of the AFT locals, and to William Green, AFL president, for their "outstanding contributions to the development of 'democracy in education, education for democracy,' and for long and effective leadership in improving the educational opportunities and enriching the lives of the nation's children."

9. Appointed a committee to make a comprehensive survey of the entire question of representation at AFT conventions.

10. Voted to urge AFT locals to lend full support to the UNESCO Gift Coupon Plan.

11. Voted to have an AFT display at the Third General Conference of UNESCO, held in New York City January 27-31, and also at the AFL Labor-Industry Show, to be held in Boston this spring.

FEBRUARY 1952

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## *Would NAM proposal imperil sound financing of schools?*

THE National Association of Manufacturers, bitter opponent of federal aid to education and for many years arch enemy of the labor movement in many a battle for social progress, has recently given wide publicity to a "new position" in favor of more adequate financial support for education. In a recent communication to its constituent organizations, the NAM declared that "business enterprise must find a way to support the whole educational program, effectively, regularly—and now."

This declaration would seem at first sight to be a cause for rejoicing, since it appears to indicate that a traditional opponent of adequate support for the public schools has "seen the light" and become a friend of public education. Let us sincerely hope that the conversion has actually taken place.

There are, however, certain ominous forebodings in the new educational policy of the NAM, even though it has the endorsement of some of the outstanding leaders and officers of the National Education Association, which for several years has been cooperating with the NAM in its public relations program.

### **Does the NEA favor the NAM plan?**

In view of the fact that federal aid to education has been the principal legislative activity of the NEA during the last decade, endorsement of the new NAM program in opposition to federal aid is little less than desertion of the campaign.

Listed on the NAM's Educational Advisory Council are Alonzo F. Myers, former Chairman of the NEA's Commission on the Defense of Democracy Through Education; A. D. Holt, NEA President in 1949-50; and William F. Russell, President of Teachers' College, Columbia University, and President of the NEA-sponsored World Organization of the Teaching Profession. In addition to this group of NEA leaders, more than a dozen prominent school administrators occupy positions on the NAM's Educational Advisory Council.

The greatest danger in the new NAM education program is the proposal that additional



IRVIN R.  
KUENZLI

financial support of the schools should come from voluntary gifts based on the profits of industry rather than from public taxation. A recent NAM bulletin entitled "Financial Support for Education," states in part:

"In this situation some of industry's most able leaders concluded that the only alternative to further Federal aid to education with its grave implications to academic freedom lay in calling on business and industry to help provide for the necessary state, local, and supplementary funds. "Some leaders have proposed that business enterprises set aside a fixed percentage of their earned income for the support of education and philanthropic endeavors. Were business enterprises to accept this reasoning, the funds thus provided could be very large. One estimate, based on an assumed rate of 3 per cent of earnings, placed the potential total from corporations at more than \$1,000,000,000 a year."

In a press release issued early in January 1952, the NAM, discussing the financial difficulties facing the schools, states:

"This squeeze of economic forces, which threatens the very existence of many institutions of higher learning, and is weakening all education, formed the background for the NAM's decision to act.

"The part which our national school system, both public and private, and from elementary grades through professional and technical schools, can play in preparing Americans to meet present and future problems, is being jeopardized by inadequate financial support," Mr. Bunting said in his letter to NAM members."

The implication seems to be clear in this statement that "all education," from elementary grades through college, and both public and private, should be supported to a considerable

extent by voluntary contributions from the profits of private industry. Such a policy would indeed be one of the greatest threats in recent years to the principle of providing free public education for all children, rich and poor alike, upon the basis of public taxation.

The NAM, fearing that federal aid would mean federal control of the schools, advocates that financial assistance for the schools should come from private industry rather than from the federal government. Those citizens who are genuinely interested in "democracy in education and education for democracy" will recognize a far greater threat to academic freedom in control of the schools by private industry than in control by the government of the United States. It seems ironical that the sponsors of the Taft-Hartley Act, which provides federal control of organized labor—a dangerous step toward totalitarianism—should be so deeply concerned over federal control of education.

The extent of control of higher education in the United States by private industry and the restriction on academic freedom resulting therefrom, are evidence of the danger to freedom of education in the NAM proposal to finance education through voluntary contributions from private profits.

If the NAM statements do not imply that the voluntary contributions from industry are to be

used for elementary and high schools, as well as for higher education, then the NAM is offering no solution whatever for the financial problems facing our elementary and high schools.

*If the NAM is really serious in its desire to assist the nation's schools for the sake of the children in the schools, active support should be given to programs at local and state levels to provide increased revenues for the schools through public taxation which will tax wealth wherever it is to educate and serve children wherever they are.* Whenever such functional support is forthcoming and whenever the powerful opposition by big business interests to measures in state legislatures to provide adequate educational finance is turned into an active campaign for adequate school finance, we may conclude that the conversion is genuine and that the NAM is really sincere in its new education program.

It is probable that a major consideration in the NAM program is the significant fact that gifts to education and philanthropic causes will cost comparatively little, since such contributions may be covered largely by income tax deductions. The conclusion seems inescapable that the "profit motive" is back of both the NAM's active support of federal control of labor and its vigorous opposition to federal aid to education.

## Teacher Union Summer School To Be Held in Europe

**F**OR the first time in the history of education a workshop for union teachers from Europe, Asia, and the United States will be held in or near Paris, France during the summer of 1952. The school, which is tentatively scheduled for a period of three weeks, will be sponsored by the new International Federation of Free Teachers' Unions (IFFTU), which is the teacher union section of the International Confederation of Free Trade Unions (ICFTU). The AFT is affiliated with IFFTU, and the AFL is affiliated with ICFTU.

Included in the trip planned for AFT members will be field trips including an educational boat trip on the Rhine River, a boat trip on the Canals of Amsterdam, and visits to some of the cities of Germany, France, Switzerland, and England. The tour is planned on a non-profit cooperative basis as a service to union members and it is anticipated

that the total minimum cost to American participants should be approximately \$500, including travel to Europe by plane or ship, but not including travel in the United States.

A number of educational opportunities will be available in Europe this summer but the IFFTU workshop will be the only international union teachers' summer school. It should be a thrilling experience to spend three weeks in close professional and fraternal association with union teachers from other nations.

Secretary-Treasurer Kuenzli, who is president of IFFTU, will attend a meeting of the Executive Board of the organization in Brussels during the first week of February 1952, to plan for the details of the workshop and to address educational meetings in Europe. Further information will be available after this meeting.



# FOR YOUR BENEFIT

## AFT Sponsors Group Insurance

**I**N ORDER to fill every member's need for an outstanding Accident and Sickness Insurance Plan, your Federation, as a part of its union services, investigated the idea of group disability insurance during the past year.

Some of our component locals and state organizations are already sponsoring group plans of disability income insurance for their members, and the American Federation of Teachers is not motivated by any intent or desire to interfere in any way with the operation of such plans. The sole purpose of this nation-wide plan is to provide a uniform opportunity to all members to have the advantages of broader and more dependable insurance protection at the lower cost afforded by a good group plan, especially members in localities where a group plan is not available and in locals where the membership is too small to make a stable group plan of their own practicable.

### Here's what we did

We found that Continental Casualty Company offered a plan that best fulfilled our needs. This Company has been specializing in group insurance plans for teachers for more than 25 years and is now successfully underwriting disability, hospital, and surgical group plans for many of our component units. Your Insurance Committee, therefore, recommended to the Executive Council that the special Continental plan, designed to fit our needs, should be sponsored, and the Executive Council unanimously approved the recommendation. Arrangements have been made for the installation of the plan through Mr. S. J. Graham, our Insurance Administrator and Advisor.

### Here's what the plan offers

\$25 to \$50 per week indemnity payable while disabled by sickness or accident up to 12 months. Accident benefits begin with the first day and sickness benefits begin with the eighth day. An alternate plan is available with sickness

benefits beginning with the 4th day of disability for a slightly higher premium.

\$1500 accidental death and dismemberment benefits.

Each participant in the basic income plan has the option of adding hospital, surgical, and medical coverage for an additional premium.

The hospital, surgical, and medical coverages are also available to the member's spouse and unmarried children under 19 years of age.

### These are outstanding advantages

1. After the policy is issued, coverage of the individual member cannot be terminated or restricted to eliminate chronic illnesses so long as the plan remains in force—until the member retires or reaches age 70.
2. Pre-existing ailments are fully covered.
3. House confinement is never required except during vacation periods or leaves of absence, and then only for sickness disabilities.
4. There is uniform premium and coverage to age 70.
5. The dismemberment benefit is paid in addition to all other benefits without terminating the policy.

### Prompt action necessary

A brochure and descriptive literature giving full details of our Group Insurance Plan, together with an enrollment application, will soon be sent to the members of all locals which are not already sponsoring a Continental Casualty Group Insurance Plan. Inasmuch as the enrollment period will be limited, it is very important that you act promptly. When you receive the literature READ IT—STUDY IT—and if you wish to be included, mail in your enrollment without delay! AFT members wanted good, dependable, low-cost, continuous income protection. The American Federation of Teachers has now made it available. The more members who enroll, the better it will work. You probably will not be personally solicited, so it is up to you to apply voluntarily.

# Here It Is!



## *A Group Plan of Accident and Sickness Insurance*

*sponsored Exclusively for Members  
by the*

**AMERICAN FEDERATION OF TEACHERS**

Yes, now you can protect your most valuable asset . . . YOUR EARNING POWER . . . you can insure against loss of income through your Federation Group Plan of Income Protection. Your Plan, which also offers you OPTIONAL HOSPITAL AND SURGICAL BENEFITS, pays a regular weekly income while you're disabled and during those long "payless" days of recuperation that usually follow a disability due to accident or sickness. Your need for this protection is great. That's why the Federation is making it available to you. Your Group Plan offers MORE PROTECTION for LESS COST! That's why you should take advantage of this unusual opportunity NOW!

**Mail this coupon TODAY to**



**S. J. GRAHAM AGENCY**  
204 COLORADO NATIONAL BANK BLDG.  
DENVER 2, COLORADO

Please send me more information about the LOW-COST Plan of Income Protection for members.
Name _____
Address _____

**Underwritten by CONTINENTAL CASUALTY COMPANY, Chicago, Illinois**  
*America's No. 1 Accident and Sickness Insurance Company*

# AFT Executive Council Establishes Area Field Service, States Policy on Strikes

**T**O MAKE the AFT a more effective organization, the AFT Executive Council decided at its December meeting to establish an Area Field Service, employing a full-time person to assist locals and state federations within a limited area. The field worker would help in organizing, in public relations, in legislative work, in conducting educational conferences, and in performing other essential work.

The first full-time field worker is to be employed in Pennsylvania, New Jersey, and New York excluding New York City. Other states may be added at the discretion of the Executive Council.

According to the plan adopted by the Council, the state groups in which the area field service is to be provided would agree to pay to the AFT 10 cents per capita per month upon the number of members on which regular per capita is paid. The rest of the cost would be borne by the AFT national office.

#### **Temporary field work by AFT and AFL leaders**

For areas where the new Area Field Service would not be adopted the Executive Council has developed a plan for expanding the program of temporary field work by AFT and AFL leaders. The plan will be under the jurisdiction of the AFT vice-presidents, who will obtain from the presidents of the locals and state federations in their area the names of capable AFT or AFL persons who are available for the work.

*Further details concerning the field service have been sent to the locals by the AFT national office.*

**I**N ORDER to clarify and develop the statement of policy in regard to strikes adopted at the AFT convention in Boston, August 21, 1947, the AFT Executive Council made the following declaration:

1. The statement of policy in regard to strikes adopted at the Boston Convention, August 21, 1947, is affirmed as the policy of the Executive Council of the American Federation of Teachers.

2. The American Federation of Teachers does not assert (and hereby expressly disclaims) the right to strike against the Government of the United States or any agency thereof.

3. The use of the strike is rejected as an instrument of policy of the American Federation of Teachers. The Executive Council and its national officers will not call a strike either nationally or in any local area or jurisdiction, nor in any way advise a local to strike. The funds and facilities of the National Organization will not be used to support a strike.

4. The facilities of the National Office are available to all locals for the negotiation, adjustment, mediation, and redress of problems and grievances.

5. Locals should be instructed in the dangers and problems of the strike and of the national policy with respect thereto.

6. When it appears that a local may be involved in a strike situation, the area vice-president, Secretary-Treasurer and other national officers and employees whose services may be available will make every effort to adjust the grievances and to avert the strike. If





AFT EXECUTIVE COUNCIL MEETING IN CHICAGO DECEMBER 27-30

STANDING: President John Eklund, Denver, Colo.; Veronica Hill, New Orleans, La.; Secretary-Treasurer Irvin Kuenzli; James Fitzpatrick, Milwaukee, Wis.; Cecile Oliver, Portland, Ore.; John Fewkes, Chicago, Ill.; Arthur Symond, La Salle, Ill. SEATED: Edwin Ross, Oakland, Calif.; Selma Borchardt, Washington, D.C.; Mary Wheeler, Oak Park, Ill.; Mary Cadigan, Boston, Mass.; Catherine Sheridan, New York, N.Y.; Kathleen McGuire, Anaconda, Mont.; M. Sophie Campbell, Providence, R.I.; AFT Office Manager Lena Hults; Ann Maloney, Gary, Ind.; Jessie Baxter, Lincoln Park, Mich.; Carl Benson, Toledo, O.

any strike is called, it must be made clear that the national officers have taken no part in the decision to call the strike. However, the existence of a strike or work stoppage will not terminate the efforts of the national officers to adjust the grievances and effect the resumption of the educational process. In any such situation it will be the aim of the national officers to promote the education of the children by eliminating the causes that have led to interruption of classes.

7. It will be the duty of the president of any local involved in an issue or grievance that might possibly culminate in a strike to inform the area vice-president and the president of the state organization, who shall be kept fully advised. When the area vice-president and state president are of the opinion that the local is in need of the facilities of the National Office or will benefit materially thereby, a full report shall be made forthwith to the Secretary-Treasurer. The Secretary-Treasurer, in consultation with the president and the area vice-president, shall then take such preliminary action as may be agreed upon, including intervention in the negotiations, advice, and consultation with other labor bodies. A full report shall be made as soon as practicable to all members of the Ex-

ecutive Council, whose advice and instruction may be sought by the national officers and followed when received.

8. The process of seeking redress of the grievances and issues involved in the local situation in the manner outlined shall be continued during the existence of a strike or work stoppage.

9. The expenses of the national officers, but not any expenses incurred by the local, shall be paid out of the treasury of the American Federation of Teachers.

### OIL ROYALTIES FOR FEDERAL AID!

AFT's Washington Representative, Selma Borchardt, urges AFT locals to ask their Senators to add their names to the list of sponsors of the amendment proposed by Senator Lister Hill of Alabama to provide that federal funds from off-shore oil (tidelands oil) be used for education. Senators Douglas and Humphrey, AFT members, are among the sponsors.

Miss Borchardt also asks locals to urge their Representatives to sponsor a House bill identical with the Mansfield Bill on this subject. (Representative Mike Mansfield was a charter member of the AFT local at Montana State University.)

# A Trade Unionist Looks at the Schools

By Nell Womack Evans

**E**VERYBODY is "looking at the schools." On every side we hear slighting remarks about the substitute teachers who came to the rescue of the American school system during the war years. Pity is expressed for the pupils who came under the influence of the substitute, but so far as I know nobody pities the poor substitute who, though in alien fields, tried her best to cope with the stuffy school system the "qualified" teachers and the school boards had set up for themselves. Nor has a trade union member had her say on the subject. I, a member of the International Typographical Union, who was an emergency teacher, pity the poor substitute teacher, and hope that my little second graders were not too much retarded in their growth by that year under my tutorage. Surely they learned something while teaching me so much!

Any substitute would have welcomed higher education, degrees, actual experience in the teaching field, or anything else that would have made it easier for her to do her duty by the children under her charge, the Board of Education from whom she drew her less-than-enormous pay, her principal, her fellow teachers, and herself.

## **\$6 a day for a substitute**

For substitute teaching was no cinch, and the \$6.00 per day paid to the substitute in the Carbon County school, where I did my substituting, was no gift. My two years of college and one year of student practice teaching some twenty years before helped me little.

This year as an emergency teacher came about by accident. By trade—I'd like to say profession, but don't quite dare—I am a proof-reader. My husband, who was in non-essential work, was requested to change to war work in the newly built town of Dragerton, Utah. Since I am one who believes in husband and wife

being together through thick and thin, I left the thick of the city newspaper composing room for the thin of a year as a substitute teacher in the government town, built to serve the vital-to-the-war-effort Horse Canyon coal miners and their families. Obviously, these same miners' children needed a school house and teachers. A shiny new building was erected to accommodate them and teachers were sought from among the residents of the town, all methods of obtaining teachers having failed.

## **Eager for this new experience**

Some of us who were chosen, I among them, were eager for this new experience. Weren't we to enrich our lives by this association with our youngsters and share with them our conviction that reading brings great recompense in pleasure and learning, that one's handwriting is only one's thoughts on paper and can be as individualistic as one's fingerprints and as much fun to learn, and that arithmetic is only a convenience in counting our money, telling time, or buying a stamp?

In short, though I had no illusions about my being a competent teacher, I thought I could be a good teacher. To me, there was a vast difference. Since I had little formal teacher training I did not know the tricks of sugar-coating a stiff course to make it desirable. I did not know how to be a "tough" disciplinarian who gave out stiff exams and niggardly markings. I could not stagger anybody with a scholarly complication of facts and figures about our school system.

But I was an adult, physically and emotionally, who had enjoyed a variety of experiences in the business world. I had made my living for many years in the competitive printing field, for which I prepared myself by a six-year apprenticeship on a country weekly newspaper. I had read most of the "required" reading books

for pleasure, taken all the quizzes in the magazines, read the sports and financial pages of the newspapers—the articles, as well as the fiction, in the magazines. I love people—all kinds of people. I had a happy childhood with parents who loved each other and the eight children who made up our family. I had—and still have—a happy marriage with a husband who understands me very well—and still loves me. I was, and am, what I choose to consider a perfectly normal American woman, who knows a little about a lot of things, a lot about a few things, and is filled with the urge to know more. That I wanted to instill into my pupils, and I called it “love of life.”

That love of life, let me assure you, was not enough to make me a good teacher. I failed as a teacher and these are some of the factors in that failure—factors, I believe, that may keep many prospective “good” teachers out of the classrooms.

At the first teachers’ meeting on Friday afternoon before school was due to open on Monday, I wore my heart on my sleeve. A friendly person, used to fraternalism among my fellow workers, I welcomed this opportunity to work with these nine women who comprised the faculty. And, yes, the principal too, for, having worked with men all my life, I wasn’t afraid to treat him like a person. That was the first mistake. I should have waited to see how the “qualified” teachers reacted to a man in our midst. Then I would never have acted naturally! And the teachers wouldn’t have known I wasn’t one of them.

#### **Reverence mingled with awe**

For teachers, I learned, are not supposed to act naturally toward their principal. They are supposed to venerate and defer to their principal. Not the courteous and complaisant acceptance of authority, but the reverence mingled with awe that we, as union members, are accustomed to showing only to God. The county supervisor is supposed to be accorded this same awesome treatment. Nothing chatty and casual would do for the very capable county supervisor, whose attitude dared us not to recognize and bow to her capabilities.

She managed to talk down to the substitutes in our midst, of whom there were five, and to smile sweetly to the degree teachers, as if only they would understand her learned speech and must bear with her while she put these intrud-

ers in their place. And you just knew what that place was! She wound up her speech with a reference to “no matter how ill prepared we were, we could all still possess high ideals.” I heard one substitute mutter to herself, “My ideals are just as high as hers,” and I have no doubt they were, as this muttering substitute teacher was a fine woman, a successful wife and mother, who had done playground work with children for several years prior to this teaching, and after her own three youngsters had grown up and been shipped away to college—on scholarships.

#### **Not like the composing room**

I should have quit then, for I wasn’t used to “deferring,” but I still harbored the hope of being useful. In union composing rooms in which I have worked all of us are “brothers.” We have all worked a six-year apprenticeship and we all have our ITU card; we are all paid the same wage and it is usually sufficient for comfortable living. Our foreman, whom we call Mack or John or Chet, is only another brother who must make at least \$5 more per week than we do because he is the foreman, but he must also pay his dues and assessments the same as we do. He must answer to us if he commits an act that we believe undignified for a union member, and he becomes very unpopular with his fellow union members if he defers too much to the “office.” We may even hold a trial and fine him if he treats one of us unfairly. Our executive committee, made up of elected members who know every phase of the law, say when this treatment is unfair and administer the fine for it.

But is all this awesome treatment of one’s “boss” necessary among equals? Does a natural, friendly attitude toward fellow workers imply disrespect? It seems to, with most teachers.

Well, I was in this thing. I would see it through. But this teachers’ meeting had me scared. And well I might be, for came Monday, forty-six youngsters faced me and called me Teacher. Forty-six youngsters of different ages, different upbringing, different religions; little sons and daughters of coal miners from all over the coal-producing states in our country. Mormons from Utah led in number, followed by all manner of Protestants from Alabama, Illinois, Colorado and Arkansas, West Virginia and Nevada, and little Catholic Mexicans from

New Mexico, Colorado, and Mexico. We even had one little girl from New Hampshire who when asked by the little Mormon girls "What religion are you?" replied "None. I just believe in God and Jesus." I was next on their quiz: "Are you a Mormon, Teacher?" and when I answered in the negative, they said: "Mama was *afraid* we would have to go to a Gentile\* teacher this year with all these new people and Mexicans in Utah."

I didn't know how to combat this attitude except by treating all the children fairly and impartially. I took full advantage of the patriotic angle, saluting the flag, singing *America*, and pledging allegiance at every opportunity, for Mormons are patriotic souls. I hoped this "every man equal" plank out of my union platform would work in the classroom. It had to. Speaking to forty-six little fellows and girls and learning their names, and how to seat them all in this small room that was built to accommodate twenty, was a problem in itself and left little time to cope with the race and creed of all their ancestors.

#### **Extra work without extra pay**

After the newness wore off and some semblance of order was working in our room for teacher and pupils, there arose the problem of staying after school to catch up on work, P.T.A. activities, helping slow pupils who needed extra time, conferences with the faculty. In my union a member would no more think of staying five minutes after quitting time than he would think of coming to work early, another common practice expected of teachers. And if he did, he would be reprimanded by his chapel chairman, and if he continued to follow this practice, he would be fined for infraction of the ITU law.

That does not mean that union members are not interested in their work, nor that they fail to do it well. It does mean that when they work overtime they get paid overtime. And printers take pride in their work, as the advancement in the typographical field proves.

But the human elements of teaching are so satisfying, you say. Yes, they are satisfying. I loved the children and fortunately, even with my lack of preparedness, I found the experience very rewarding. Many of the mothers expressed gratitude for my understanding; some

few said I had shown skill and courtesy in the handling of a hard job. The principal kindly and, I believe, sincerely recommended my work. First teacher of his experience who could make the children like spelling, he said. Probably his first printer-proofreader-teacher! And the children themselves were so much warmer than type.

All this was wonderful, I decided. I'd continue to teach, preparing myself more fully by study in the summer and by correspondence courses. Teaching was so much more worthwhile than my work! I labored toward this end and felt very noble as I offered myself as a teacher to the critically short Cripple Creek, Colo., school district the next year. By now my credits plus the year's experience satisfied the state board of education in my home state, and I was elected to teach second grade in the Cripple Creek district.

Again it was the teachers' meeting that discouraged me. At this meeting a circular was handed to each teacher with a list of things she could and could not do. Very little emphasis was put on "good teaching." It was "good behavior," with the superintendent saying what constituted such a state of action. I'm not an immoral character, and neither were the other three women who handed in their resignations following that meeting, but for the \$1300 a year that teachers receive in that district, this reciting of "rules in your personal behavior" was too much!

#### **They didn't need me**

I went back to my \$90-a-week job on the proofdesk, and I suppose this is a getting-it-out-of-my-system article. The schools didn't need me!

But they need others; especially the small schools in the small towns where living is not so attractive as in the large cities. Maybe a lesson out of industry's book would help. Industry furnishes many of the school children who would not be shocked if their teachers were accorded the same privileges as their union-member parents.

Maybe it only proves that the substitute teacher was out of her class, and that being an adult, physically, emotionally, and mentally, is not enough to make a good teacher. Maybe good teachers are born, not made, and none of the teachers who helped out during the emergency really helped out at all!

\*Mormons call non-Mormons "Gentiles."

# UNICEF Is Five Years Old!

**O**N December 11, 1951, the United Nations International Children's Emergency Fund, or UNICEF, as it is now known around the world, was five years old. This was no ordinary anniversary, for if all the children who have benefited from its aid could have been gathered together for the celebration, there would have been millions of them, and they would have come from more than 60 countries and territories in Africa, Asia, Europe, and Latin America.

## **A count of the children**

A count of the children who have been aided by UNICEF would take in the following categories of those that "have had something put into them, or put on them" from UNICEF:

Diapers on a million babies; shoes, overcoats, suits, dresses, woolen underwear, socks or blankets on 6,000,000 boys and girls.

Milk into the stomachs of as many as 7,000,000, most of them not for a day but over a period of months. Meat, margarine, rice, wheat for bread, cod and shark-liver oil, day after day for millions of those children.

BCG vaccine under the skins of 14,000,000 to protect them from tuberculosis; penicillin into the veins of half a million suffering from trepanematosi (yaws); streptomycin into thousands who otherwise would have died from tubercular meningitis; toxoids into hundreds of thousands to protect them from diphtheria and whooping cough.

DDT dusted into the hair and on the clothing of other hundreds of thousands to rid them of lice and other disease-carriers; DDT for the spraying of millions of homes to kill the malaria-carrying mosquito.

Still to be taken into account are the other large numbers—in time it will be even larger—who will benefit over the years from still another kind of UNICEF assistance: i.e., the help it is giving to countries to help them build up their own services for children and mothers; X-rays, thermometers, scales, and the like for children's clinics, maternity centers and children's wards in hospitals; maternity kits for

midwives to use year in and year out on their rounds in the villages; jeeps and trucks, outboard motors, and other transportation means needed to get people, and supplies, into rural areas which for the first time have a health service; health vans, equipped as clinics, and staffed by doctors and nurses, to travel where needed for pioneering health education campaigns.

Other large undertakings aided by UNICEF are calculated to help the countries become self-sufficient in the items now provided by UNICEF: for example, the help given to countries for the development of their own milk-drying and pasteurizing plants. In Europe, 4,000,000 children will directly benefit each year from these projects. The same kind of assistance is now being given to countries in Latin America and in the Eastern Mediterranean area. Possibly even more important, in its long-range significance, is the aid being given to help countries have their own supplies of DDT, penicillin and other anti-biotics, and vaccines and sera of many kinds. Thus, they can continue the mass efforts undertaken with the help of UNICEF and the World Health Organization. The penicillin plant being established in India, with the Fund's help, will be the first of its kind in South Asia.

A UNICEF item that stands by itself was one of the most needed: the 43 prefabricated houses that will soon be on their way from Yugoslavia to Korea, for housing for the refugee children there.

## **The beginnings of UNICEF**

All this, and more, in only five years' time! And how, and why was it done?

A parent would have the answer—a parent who some day sees a child full-grown and thinks back, wonderingly, remembering all that went into the bringing up of the child. It was done by meeting the need as best one could from day to day with what one had to use. So it has been with UNICEF, which five years ago, on December 11, 1946, was brought into being by the General Assembly of the United Nations, and told, in effect, to look after the children.



The money, said Aake Ording of Norway, could be raised by asking people everywhere to contribute one day's pay for the children. The idea took shape in the form of the United Nations Appeal for Children, which, in time, brought to the Children's Fund the equivalent of more than \$12,000,000. The other hope was that governments would make contributions on a voluntary basis, and that they have done, not in the amounts that were expected then, but nevertheless to the amount of more than \$110,000,000 from 58 governments over the last five years. What is more, some of them have made first, second, third, fourth, and fifth contributions. And, by vote of the General Assembly last year, the Children's Fund was continued for a three-year period, with a view to making it a permanent organization.

*Altogether, by the time present UNICEF-assisted programs are carried through, more than 40,000,000 children will have been directly aided.* An appraisal of the results lies altogether in the future, in the 10 to 20 years from now when this present generation is grown, but, it can be recorded now that many are being restored to health, saved from a lifetime

of suffering, and many more are being protected.

#### **To meet emergencies**

The disasters with which UNICEF has had to deal are on a tremendous scale—an earthquake in Ecuador, famine and flood in India, and other catastrophes. It has also to act when children are being made homeless, as when, in August of 1948, the United Nations was confronted with the need to do something fast about the million Arabs who were assembling in the desert in and around Palestine, with nothing to their name except the clothes on their back. UNICEF's aid was the first from the United Nations to reach them. It has been given ever since, to a half million mothers and children there.

In Greece, likewise, food and blankets from UNICEF staved off hunger and cold from the tens of thousands of children in the refugee camps during the winter of civil strife in that land. In India and in Pakistan, UNICEF aid was given to help both those countries to meet the need among the refugee groups involved in the exchange of population that followed partition.



*This little girl from Martinique is one of 10,000 children undergoing tuberculosis tests at the International Children's Center in Paris, France. The Center was organized by the French Government but the cost is shared by UNICEF. The World Health Organization (WHO) contributes technical advice. Studies made at the Center on the effectiveness of vaccines are helping UNICEF and WHO in their world campaign against tuberculosis.*



*Hydro-therapeutic treatment for polio-stricken children is demonstrated to nurses from many lands who come to the International Children's Center to learn new methods. Physicians, nurses, physiotherapists, and social welfare workers from 56 countries come to the Center to attend courses on the latest developments in the treatment of children's diseases. The work at the Center headquarters is supplemented by practical demonstrations at the Pasteur Institute and other clinics in the area.*



Then came Korea. UNICEF had just completed arrangements there, as in other of the Asian countries, to send in help of a kind that was needed to build a maternal and child health service. With the outbreak of hostilities in June 1950, those plans were abandoned, and instead, funds were used for the purchase of emergency supplies. Out of the limited sums UNICEF has since had, a large proportion has been marked for aid to Korea's children.

#### **The UNICEF shopping list**

Altogether, approximately 6,000 shipments have been made carrying nearly 400,000 tons of goods of various kinds. Those goods have moved from, and to, more than 125 ports. Here is a sampling: milk from New York to Genoa, Trieste, Gdynia, Pireaus, Haifa, and a dozen other Atlantic and Mediterranean ports; and from Los Angeles to Manila and ports in Asia; meat from Montevideo to Trieste; fish from Quebec to Helsinki; wheat from Darwin to Port Said; sugar from Havana to Pireaus; rice from Rangoon to Port Said, and from Bangkok to Beirut; and cod-liver oil from Reykjavik to Pusan.

From Auckland wool was shipped to London and then to Gdynia for Poland and from there transhipped to Finland, Hungary and Czechoslovakia. Leather went from Liverpool to Burgas (Bulgaria). From Durban blankets went to Greece, and later, another larger shipment to Pusan; from New Orleans cotton, first, to a half dozen ports in Europe, and later, other shipments to Yokahama.

A shipment now in the making will set a record: milk-drying machinery from New York to Punta Arenas, the port in the southernmost tip of Chile.

UNICEF shopped where it could, to convert the countries' contributions into what each country had to offer that children elsewhere needed. It had some "cash-money dollars," or hard currencies, but these were used sparingly. More often, the purchasing had to be done within currency limitations. Yet, somehow, UNICEF has managed to use practically all contributions. A singular instance has been the processing of copra from the Philippines. It was sent to Czechoslovakia for processing there into "a spread," which in turn was shipped to



*Back at home after a course at the International Children's Center in Paris, a Finnish physician puts his knowledge into practice as he examines a sick child in Lapland.*

the surrounding countries. Another example is the Japanese contribution: cotton from the United States was processed in Japan into cloth to be used mainly for garments for Korean children. Still another example has been the Yugoslav contribution in prefabricated houses, to be used in Korea for children's villages. Another out-of-the-ordinary item was the Guatemalan contribution in coffee which was sold on the New York market for dollars which were used for other purchases.

An important feature of these contributions is their reciprocal aspect. Some few countries are contributors only, like Australia, New Zealand, South Africa, the Netherlands, Belgium, the Scandinavian countries, the United Kingdom, the United States, and Canada. In most instances, though, the operation is a two-way matter: countries receiving help contribute, in turn, to the Fund to help children elsewhere. This two-way giving is becoming more and more a feature of the UNICEF operation, with many of the recipient countries actually being among the major contributors: Czechoslovakia, France, Poland, Thailand, and Yugoslavia all rank high on the contributors' list.

#### **The UNICEF matching principle**

These contributions of the receiving countries are in addition to what they themselves have given, within the country itself, to the UNICEF-assisted projects. In all instances they have "matched" the value of UNICEF supplies in contributions to their own. Often, their contribution far exceeds that made by the Fund to a particular project.

This matching principle under which UNICEF has ordered its housekeeping has led to "budgeting" on the part of the recipient countries. In many of the countries the UNICEF items can be added to the budget only after the most careful "pinching of a little here and a little there." The money is not the only factor: there is, too, the matter of whether doctors and nurses can be spared, for such people are few indeed and the demands on their services are many. Buildings, equipment—everything, literally, means a problem to be faced. Yet, somehow these countries are finding the money, finding the people, finding the buildings. UNICEF is inclined to modesty about what it has done in the face of what the countries themselves have done, *for the children*.

# The Workshop in Human Relations

By Claire Schuman

*Department of Education, Anti-Defamation League of B'nai B'rith*

**T**HE WORKSHOP in human relations—once a tentative experiment on the part of only the more adventurous universities—has become an accepted and, in some cases, traditional part of the summer curriculum of many American universities. In its infant days, the human relations workshop often had to be urged upon reluctant administrators and sometimes financed by the eager “human relations” agencies. However, early workshopers responded enthusiastically. Also, there was growing evidence that school personnel were seeking new insights, materials, and methods to support the increased emphasis on human relations in the curriculum. As a result, there has been a rapid expansion of these workshops. Teachers became increasingly alert to the need for providing opportunities for all children to participate in the school program, to get to know and understand those “different” from themselves, and to develop healthy intergroup attitudes which are compatible with the democratic creed. They knew too that these goals often were not being achieved in the typical classroom and could not be achieved through the mere verbal statement of the goals.

## **Summer workshops grow in importance**

One of the ways in which teachers have tried to effect changes in the curriculum—in terms of the new emphasis on human relations values—is through in-service training at summer workshops. Of course, at the same time schools have worked on a year-round basis with resource people and local committees to develop projects and reorganize curriculums. However, it has been the summer workshop which often stimulated the development of many of these efforts. The growing importance of the workshop in human relations can perhaps be best illustrated by these figures: in 1945, there

were no more than a dozen such workshops held throughout the country; in the summer of 1951, the Anti-Defamation League—to take the agency I know most intimately—alone serviced over eighty workshops involving some 10,000 teachers. These workshops were held at some of the most outstanding educational institutions in the country, including Harvard, Yale, Columbia, Chicago, Northwestern, Vassar, Catholic University, Denver, Utah, Texas, Wyoming, University of California, San Francisco State College, and Reed College.

## **Specialists in intergroup relations needed**

Not all were workshops in human relations; some were curriculum workshops; some, mental health; some, workshops in general education, etc. About thirty-three were specifically titled “Workshops in Human Relations” or “Workshops in Intergroup Education.” Thus we find a significant double impact here—the quantitative increase in human relations workshops, and the wide variety of other kinds of workshops which have become concerned with human relations problems.

This mushrooming interest has created a demand for resource people specializing in the many areas involved in the study of intergroup relations. As a matter of fact, the AMERICAN TEACHER has been helpful from time to time in calling this situation to the attention of its readers and thus giving valuable assistance in securing competent resource personnel. Such consultants in the fields of sociology, psychology, anthropology, and group work are used extensively to present the social scientist's findings in the study of intergroup relations. A second important resource group consists of administrators, curriculum supervisors, and, most important, classroom teachers who have had first-hand experience in human relations

programming in the schoolroom. Official human relations agencies are invited to service workshops primarily through their professional staff personnel and through the providing of resource materials such as pamphlets, reprint materials, and audio-visual aids.

The role of an agency like the Anti-Defamation League may range from co-sponsorship of a workshop (which might include providing a full-time ADL staff person, a complete library of materials, and shared supervision of the workshop) to a brief one-session visit by a staff member. Perhaps the most typical participation has been a two- or three-day visit as a resource person. In addition to a general review of the work of agencies in the field and the services they have to offer teachers, the human relations consultant will also work with the group in terms of his own special field of competence. He might discuss such topics as civil rights, social and economic discrimination, review of research in attitude formation, stereotypes in children's literature, audio-visual aids and techniques, and so on.

#### **Workshops vary in many respects**

Workshops may vary widely in length of session, type of student body, and major emphasis—with the most typical situation involving a six-week workshop designed for the classroom teacher. The general approach of the workshop may range from the more structured and traditional form of lecture and panel discussion sessions to the more flexible "true" workshop structure where the participants work together on common problems in small discussion groups, sometimes develop individual projects, and meet with resource people in laboratory sessions or on an individual basis. In the same way the student composition of the workshop may vary. Some groups are composed entirely of classroom teachers, some include representatives of community agencies as well as teachers, some involve only graduate student teachers, some consist primarily of administrators. Of course, in addition to range in professional background there is often a wide variation in terms of personal background and motivation.

While it is inevitable that some people register for such a workshop primarily for the purpose of accumulating academic credits, the majority of workshopppers are sincerely interested in the field itself and the contribution they may be able to make to better human relations.

For some, it is a newly acquired interest buttressed by an eager search for information, for materials, and for methods. For others it may be a return trip to get additional training in the field, or, for still others, it may be the aim of crystallizing the results of practical experience in the field. Since the workshop membership is usually a composite of all these backgrounds, a major factor in the planning is providing a broad enough content range so that the needs of all the participants are met. While this variation in backgrounds may present some administrative problems, the values of interaction between such individuals are more than adequate compensation.

A brief sketch of a representative workshop held last summer may give a more vivid impression of what actually occurs at this kind of workshop. It was the second year this "Workshop in Human Relations" was offered. To it came some forty-five classroom teachers. The remaining fifteen students included guidance and recreation people, PTA representatives, members of civic groups, and housewives. A few had been there the year before. The permanent staff included two classroom teachers, a principal, a psychiatric social worker, and a political scientist. They had all worked together the previous year and were eager to see how this year's experience would be.

At the beginning of each workshop day, the total group met together in general session. This was the one fixed meeting of the schedule and was a significant unifying feature of the workshop. From this general meeting the students went into various work groups which were based on problem areas which they had defined with the help of the staff. On some days they might all meet together in a forum session to discuss with visiting resource persons such areas as "Curriculum and Human Relations," "Stereotypes and Mass Media," "Caste and Class," "Emotional Factors in Learning," and "Problems of Spanish-Speaking Peoples." Other days, they might meet in "common concerns groups" to discuss general problems and their implications for school and community programs.

Each participant met regularly with his advisor—one of the permanent staff. And of course each student could arrange for individual appointments with any of the visiting staff.

Daily staff meetings preceded the opening general session so that staff members might go over individual or group problems together. What with individual appointments, library work, committee meetings, etc., students rarely left the workshop before late afternoon. In addition to this rather intensive daily schedule, weekly dinners in "foreign" restaurants, occasional parties, and field trips to nearby places of interest provided for meaningful social activities.

Besides coming from a wide range of racial and ethnic backgrounds, participants brought with them diverse experience, information, and attitudes. One young teacher from a rural area, who came with rather distorted information and attitudes, progressed amazingly in the course of the workshop with the help of staff members and—more important—of his fellow students. Another participant—a mother of four children, active in PTA, and the wife of a union man—knew intimately the uncomfortable reality of discrimination against a religious minority member, a labor movement

leader, and a family placed low on the socioeconomic scale. Teachers found her and others like her a refreshing help in their efforts to get at basic community problems. Lay people, in turn, were able to understand and appreciate some of the problems which concerned teachers.

This was an intensive experience for all—participants and staff. For some it may even have been a disturbing experience—for sometimes growth may be a painful process. But in this setting, staff members and fellow students were always ready to listen, to understand, and to help. And thus the classroom teacher, the group work leader, the mother, could not help returning to their jobs with greater insights and understandings in working with youngsters.

This year, as never before, workshops in human relations had a special significance for educators. In recent months, there have been a number of organized attacks on modern education. The charges have been many, running the gamut from the claim that the schools fail to teach moral and spiritual values to the contradictory claim that the school is taking over

## SIX THOUSAND YEARS IN TWELVE WEEKS

### *Summer seminar in Europe and the Near East*

Did you ever realize that American civilization is some six thousand years old? There would be no New York, no Declaration of Independence, no Abraham Lincoln, had not some courageous people that long ago started the Upward Trail of Modern Progress in the swamps of the Nile and the Tigris-Euphrates. All our basic inventions were made there.

The Scandinavian Traveling Seminar is launching a plan for your summer 1952, never tried before: A study of the main trends of our Western civilization from the very beginnings to our own day. Done in libraries it would take a lifetime, but we are doing it on the spot. From the Pyramids of Egypt to the co-ops of Denmark. The greatest masterpieces of art in Athens, Florence, and the Louvre. Comparative studies of government and economics from the time of Divine Kings to modern democracy. Ancient Israel and new born Israel.

Outstanding speakers, natives of the seventeen countries we are going to visit, and Americans working there will present the contemporary situation in education, economics, politics, and church life.

Arne Sorensen, educational director of the seminar, will lead discussions and give lectures on the main trends of European ideas and history. (Arne Sorensen, born 1906, a former member of parliament and one of the top people of the Danish Resistance of World War II, traveled extensively in Asia, Europe, and the United States for twenty years; he is the author of seven books on sociological and political subjects.)

Here is a list of the places we are going to visit: Cairo, Beirut, Jerusalem, Ankara, Istanbul, Athens, Belgrade, Naples, Sorrento, the island of Capri, Pompeii, Rome, Florence, Venice, Vienna, Basle, Heidelberg, Koblenz (boat trip down the Rhine), Trier, Luxembourg, Paris, Brussels, The Hague, Amsterdam, Bremen, Copenhagen, London, Stratford on Avon, Oxford, Canterbury.

If your vacation is too short for a twelve weeks trip, you may join the group in Rome for the last eight weeks.

*Write for further information:*

Karen M. Jorgensen, Administrative Director  
The Scandinavian Traveling Seminar  
Grand View College, Des Moines, Iowa



the functions of the home. The attackers of public education have also charged that the schools do not teach the 3-R's properly, that they cost too much money, and that there are "too many frills and fads" in the schools.

Those individuals and groups who wish the schools to return to an antiquated system of spooning facts and figures down children's throats with little concern for the individual child's needs and potentialities would include human relations workshops among the educational "frills" which they attack. And yet educators, knowing the urgent importance of human relations and supported by those parents and community people with the best interests of the schools and youngsters at heart, went forward in their efforts to find better answers to some of the human relations problems which plague our schools and our democracy. In fact, at most workshops these attacks on education became a subject for discussion and concern. Teachers examined the source of attack, trying

to separate legitimate criticism from that coming from groups whose motives are questionable. Teachers looked at their own relationships to the community, trying to see where they may have failed in informing the community about the goals of modern education. They looked at ways in which some schools have worked successfully with the community. In fact, their constant and serious search for better ways, better answers, is rich testimony to the amazing vitality of American education and the strongest refutation of their attackers.

We have come far in human relations—though we still have distance to cover. The growth of intergroup workshops has been but one of the many happy developments in the field of intergroup relations. And like so many of the other worthwhile trends in education, this could not have been achieved without the active cooperation of school and community. We can look forward to a still challenging but increasingly rewarding future.



ACME PHOTO

*This eight-year-old DP, who was smuggled out of Poland in a sack, shakes hands with his new classmates as he enrolls in school in New York City.*

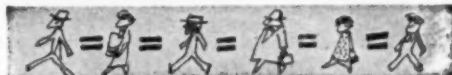


*"But democracy is more than achievement, more than material progress, more than elections and government. Democracy is essentially a faith of freedom, of equality, of human dignity and brotherhood. It is the spirit of democracy that we need to strengthen. That spirit has been the victim of a lingering and stubborn infection—the infection of discrimination." Excerpt from the address of Senator Hubert Humphrey introducing his program of civil rights legislation.*

# THE Human Relations Front

by Layle Lane

*Chairman of the Committee on Democratic Human Relations*



## DEBITS —

More than a dozen separate bombings of synagogues, churches, and Negro homes have occurred in and around Miami, Fla., and have brought an intensive investigation to discover the culprits. Three bombings have been directed at Carver Village, a low-cost housing project built for whites but turned over to Negro occupancy because "renting was slow." According to the Police Chief Walter Headley, Jr., the "Carver blasts have been the work of professionals or at least those who have taken the time to study the rudiments of the dynamiter's art. The dynamite has been placed where it could do the maximum amount of structural damage." The most flagrant outrage was the bombing of the home of the State Coordinator of the NAACP, Harry T. Moore, on Christmas night. The entire front of the home was destroyed, and both Mr. and Mrs. Moore were so seriously injured that Mr. Moore died on the way to the hospital and his wife died a few days later.

A bill introduced by Senator McCarran provides for the taking of land from the Pyramid Lake Indians for the use of cattle raisers. The bill is being vigorously opposed by the American Congress of Indians, as well as by the U.S. Department of the Interior.

In an address before the Home Missions Division of the National Council of Churches, Dr. Liston Pope, Dean of Yale Divinity School, charged that "politics, sports, education, trade unions, and industry have been more successful than the Christian church in breaking down racial barriers." Less than one per cent of the Christian congregations in the U.S. listed a mixture of racial groups in their membership rolls.

Kansas City, in opposing a suit by the NAACP to open city-owned swimming pools to all citizens, stated, in part: "The policy of operating separate pools is reinforced by a recognized natural aversion to physical intimacy inherent in the use of swimming pools by members of races that do not mingle socially."

## CREDITS +

American unions are joining with the free labor organizations of other countries to promote a Point Four Program of their own. "The primary emphasis will be to provide a positive defense against Communism by fostering the growth of democratic unions in countries that are turning from farming to industry," and to "insure that a larger portion of the economic help the U.S. sends abroad will find its way into the living standards of the workers." The British unions have pledged \$360,000, which the AFL and CIO hope to match within the next six months.

A unique method of recruiting jobs for minority groups was tried out by the Armstrong Association of Philadelphia in its "Employment Fair." Seventy-five college graduates, including many with technical skills, were invited to meet with representatives from 14 business firms. Each applicant was allowed three interviews and each business representative the same number. Many placements were made as a result of the "fair."

In signing a bill to provide for the use of tribal funds for the Ute Indians, President Truman stated: "Under this program some part of the compensation will be used by individual Ute Indians, some of it will be soundly invested in land and capital goods, and the remainder will be held in reserve to finance future needs of the Indians. I consider this Ute tribal program eminently sound and I am specially pleased to learn that the planning was carried out by the Indians themselves."

A Nisei doctor, Samuel Kimura, instructor of ophthalmology at the University of California School of Medicine, was one of twenty-one doctors who received a fellowship of \$30,000 each from the John R. and Mary R. Markle Foundation. Last year Dr. Kimura did research in the Nagasaki area on the effects of the atomic bomb on the eyes. He will continue his research in ophthalmology, bacteriology, and immunology.



## LABOR NOTES

### Equal pay for women essential to healthy economy

THE movement for equal pay in the United States has been based on a series of factors. It is important to women workers as a matter of simple justice; it insures women receiving what they are entitled to for their work; the movement for equal pay discourages employers from hiring women for less money; it discourages replacing men with women at lower rates; it protects fair employers from the unfair competition of those who attempt to use women as undercutters of men's wages; finally it means more economic security for families, for it protects also the wages of male heads of the families.

#### To forefront in war periods

Public attention in the United States was sharply focused on equal pay for women during World War I when the War Labor Board, in wage disputes coming before it, enforced the policy of "no wage discrimination against women on the grounds of sex." During this period, when women in unprecedented numbers flocked into emergency war industries, the policy of equal pay developed such strong impetus as to carry over to some extent into the postwar period. Two states gave equal pay the force of law in 1919 and the federal government in 1923 adopted it for its own employees under *The Classification Act* applying to federal civil service employees.

Even greater gains in equal pay for women came during World War II. War industries, confronted with the influx of women into jobs previously held by men, instituted equal pay on a widespread basis.

The War Labor Board issued order No. 16 in 1942 which specified—"adjustments which equalize the wage or salary rates paid to females with the rates paid to males for comparable quality and quantity of work performed, may be made without approval of the National War Labor Board . . ." Under this order an estimated 2,250 reports were filed, involving wage increases to about 60,000 women. These were all voluntary adjustments.

Again the impetus given the equal pay principle during the Second World War has carried over into the post-war years. During the period 1946-1949 six other states and one territory passed equal pay laws, making a total of twelve states and one territory which at present have equal pay laws in effect.

Many labor organizations have been alert to the undesirable effects of dual wage systems for men and women. Many of the large union organizations have expressed themselves in resolutions of their national conventions as favoring the principle of equal pay for women.

The application of this principle is illustrated by an analysis of 321 collective bargaining agreements in five major industries. This showed that one out of every five of these agreements carried some form of equal pay for equal work clause applicable to women workers. It is estimated that equal pay clauses covered about 31 percent, or approximately 360,000 of a total of 1,150,000 workers covered by the contracts.

#### Wage structure affected

That the practice of wage differentials between men and women on any large scale in the United States can very seriously affect the wage structure is evident from a consideration of the importance of women workers in the country's economy. Based on numbers alone—over 18 million in January 1951—women workers make up a substantial part of the labor force.

Women are entering the working force in increasingly large proportions. They have come to stay. Most of them work because they must. They work to support themselves, to support families, to add their income to the income of their husbands or other family members. Now thousands of them are war widows, or wives of disabled veterans of the last conflict.

Many women have entered the working force because of the growing need for additional workers to

maintain production schedules in a highly-gear economy. Many possess specialized skills and are admitted into nearly all men-employing industries, which increases the area of potential wage competition with men.

Events and experiences have developed a much expanded recognition of women's high industrial skills, their ability to respond to training when it is made available, their permanent place in the labor market, and their increasing responsibility for their own support, or additionally for the support of others. The experience during World War II exploded the long-held theory that women as such were less efficient industrial workers than men. Women by the millions took on "men's jobs" and both industry and government testified to their widespread experience during the war with women's performance on jobs long regarded as "men's."

Establishment of the principle of equal pay for women is essential to a healthy economy. It protects wage levels, not only of women workers, but of all workers and thereby sustains consumer purchasing power.

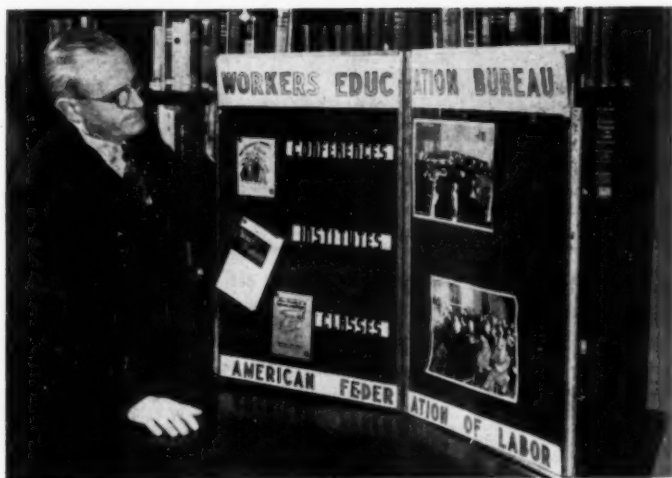
#### Differences depress wages

It is an axiom that when large numbers of workers can be hired at lower rates of pay than those prevailing at any given time, the competition of such persons for jobs results either in the displacement of the higher paid workers or in the acceptance by them of a lower rate. Over a period of time this tends to depress all wage levels, and unless this tendency can be halted, it results eventually in lower levels of earnings for all, with a resulting reduction in purchasing power, and in standards of living.

The United States has taken the position in the United Nations and in other international organizations that it favors the establishment of the equal pay principle.

Practical measures, both voluntary and legislative, to apply this idea are impressive and growing, and these efforts will continue until the principle of equal pay is fully recognized in practice.

*Illinois Labor Bulletin*



Director John D. Connors of the AFL Workers Education Bureau shows how union educational directors and other labor leaders get the facts about the AFL and about developments in the fields of labor and economics before union members at conferences, institutes, and classes by using printed material, motion pictures, filmstrips, and lectures.

Mr. Connors is a member of the AFT and was formerly an AFT vice-president.

## Secretary of Labor Tobin reports on American economy in 1951

Secretary of Labor Maurice J. Tobin announced that in 1951 the American people worked more, produced more, earned more, owned more, spent more, and added more to industrial plant and equipment than in any other year in American history.

He added that most of these records are likely to be broken in 1952.

In a year-end report, the Secretary said the American economy had maintained a remarkable stability in the face of the many challenges that confronted it at the beginning of the year and that great progress had been made in meeting economic problems.

"The problems of production were met with great energy. Total output of goods and services in 1951 was nearly 10 percent higher in quantity than in 1950.

"Although Americans earned more in dollars and cents, their real earnings—in terms of purchasing power—were only slightly if at all higher than in 1950.

"Less time was lost as a result of strikes in 1951 than in any previous postwar year. Strike idleness in the first 10 months of 1951 was 16 million working days less than in the same period of 1950.

"Under the influence of the manpower program, employment reached an all-time high of 62.6 million in August, with unemployment down to 1.6 million. Average employment for the year was a million above 1950, and average unemployment was 40 percent less.

"Although America spent more in dollars and cents, they bought fewer goods and services with their money than they did a year ago, and put more of it into savings.

"Although Americans owned more homes, television sets, automobiles, radios, washing machines, and other possessions in 1951, they were acquiring them at a slower rate than in the preceding year.

"Although more Americans were at work than ever before, and still more were needed in some areas, there was serious unemployment in other areas.

"The year 1952 will bring us new difficulties and new problems, but none of them will be beyond our power to conquer. The need for greater production and higher productivity will be even greater than it was this year. And there will be equal need for caution and wisdom on the part of consumers, and for even greater savings.

"The cutbacks in materials for civilian production will become more severe. Our manpower supply will be stretched tighter than in any year since World War II. The stresses and strains in our expanding economy will become more serious.

"We can, therefore, afford no let-up. We must continue to devote to the defense program our best labor and our best thinking. We must build our strength as a contribution to the security of the free world and the attainment of international peace. That goal deserves our very best efforts."

## Hold national conference on labor legislation

The 18th National Conference on Labor Legislation, held in Washington recently, recommended emergency federal unemployment compensation benefits to workers unemployed as a result of civilian production curtailment.

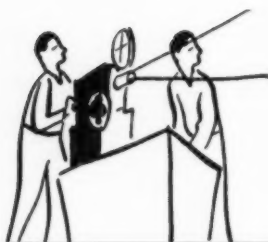
The conference also recommended strengthening of state unemployment compensation laws and adopted resolutions requesting the U.S. Labor Department to prepare a model state safety and health code, commending the President's Commission on Migratory Labor and endorsing its recommendations, reaffirming the principle of educational opportunities for children, as embodied in the January 1950 amendments to the Fair Labor Standards Act, and urging state participation in International Labor Organization affairs.

## Puerto Rico opens union school

Final plans for opening a trade union school at the University of Puerto Rico, San Juan, P. R., were made by the executive board of the Inter-American Regional Organization.

Assistant Secretary Serafino Romualdi of the Inter-American Organization conferred with the director and staff of the labor relations institute of the University of Puerto Rico during his recent trip to Central and South America.

The school will operate under the joint sponsorship of the organization and the university.



## BOOKS AND TEACHING AIDS



### **To assist the teacher in combatting racial prejudice**

#### **THE RACE QUESTION IN MODERN SCIENCE**

*A series of five pamphlets published by UNESCO. UNESCO Publication 892. Can be obtained from the Columbia University Press, 2960 Broadway, New York 27, N.Y. 1951. 25 cents each.*

The first in this series of UNESCO publications on the question of race is *Race and Culture* and was prepared by Michel Leiris, who is a staff member at the Musée de l'Homme, Paris. He opens the discussion with a quotation from Confucius pointing out that "the nature of men is identical; what divides them is their customs." After a thorough discussion of man and his culture, he shows that differences usually considered as racial are purely superficial characteristics such as skin coloring or eye forms, but that these variations offer no clue as to behavior patterns. Moreover he concludes that there is no proof of any innate race prejudice and that any attitudes of that nature must be acquired.

Arnold Rose, Professor of Sociology at the University of Minnesota, is the author of the second volume, *The Roots of Prejudice*. He describes the sources of prejudice and the ways in which these attitudes are transmitted to children. How personality is warped by prejudice is the topic of one section of this booklet. The concluding chapter makes definite suggestions for action which will contribute to a reduction of prejudice.

In the third of the series, Juan Comas, Professor of Anthropology at the Mexican School of Anthropology, presents observations on *Racial Myths*. He blasts myths of superiority of blood, and of Nordic or Aryan superiority, as well as beliefs concerning inferiority of cross breeds. With emphasis he states that "there is no scientific basis whatsoever for a general classification of races according to a scale of relative superiority, and racial prejudices and myths are no more than a means of finding a scapegoat when the position of individuals and the cohesion of a group is threatened."

*Race and Biology*, the fourth in the series, was prepared by L. C. Dunn, Professor of Biology, Columbia University. Since he holds that races are formed "by the operation of biological processes," the author carefully examines the topic of heredity. He discusses the ways in which races have been typed but concludes that no one method can be called more accurate than another. Further he states that "no race is uniform in respect to mental traits any more than in respect to

physical traits . . ." But it is certain that "somehow people seem to be found to accomplish successfully all the different tasks which are required in every human society."

The final booklet of the group, *Race and Psychology*, was prepared by Otto Klineberg, Professor of Psychology at Columbia University. In this volume it is shown that the psychological test which offers scientifically acceptable proof of the intellectual endowments of individuals must be used with caution because it can be used safely only in groups with substantially the same opportunities. He therefore discusses the problem of environment and of culture. The conclusion is that while individuals and families may differ in mental capacity, there is no evidence that races or ethnic groups differ in their psychological inheritance. Briefly, then, there is no relation between race and psychology.

The cumulative evidence of this series is overwhelming and will certainly destroy the excuses for prejudice in any reader. The pamphlets are not written in popular and entertaining style, although they are not beyond the comprehension of the lay reader. Certainly a careful study of them should equip any teacher to refute all arguments stemming from racial prejudice and to overcome the acquired undesirable attitudes of students.

### **Mary Anderson's life story reveals gains for women workers**

#### **WOMEN AT WORK**

*The autobiography of Mary Anderson, as told to MARY WINSLOW. University of Minnesota Press, Minneapolis, Minn. 1951. \$3.50.*

The autobiography of Mary Anderson has the earmarks of an American success story, for it gives an account of the rise of a humble Swedish immigrant girl from domestic work at \$1.50 a week to the directorship of the Women's Bureau, United States Department of Labor, a position only one level below a member of the President's cabinet.

Much will be written on this theme by reviewers of the book; indeed ever since Miss Anderson first emerged on the national scene, much has been written of her remarkable personal achievement. This review, therefore, will not enlarge on the success theme but will say only that we are glad that "it could happen here" in America, and that it happened to the much beloved Mary Anderson, Boot and Shoe Worker of Chicago.

It will concentrate on two aspects of Miss Anderson's activities: the movement toward arbitration of labor disputes, and the long struggle for the improvement of working conditions for women gainfully employed.

The autobiography, covering a period in America from 1889 to 1951, parallels a most important era in trade union development and reflects the problems of employer-worker relationship and the gradual and painful evolution to a more just and peaceful solution of the problems of American workers.

Throughout her life she had a firm belief in the efficacy of arbitration in the settlement of labor disputes and expended great effort to get this procedure adopted as a way of life in industrial America.

Arbitration is the keynote of Miss Anderson's labor philosophy. So deeply rooted was this conviction that in the perspective of her long career, she, who has enjoyed the confidence of five Presidents of the United States and has represented workers at several international conferences, recalls as her most valuable contribution the part she played early in her career in the working out of a labor agreement in a bitter industrial controversy.

"So far as doing something constructive in the world," she writes, "I think that job on the Hart-Schaffner and Marx agreement was the most important thing I have ever done." It was in that celebrated controversy that she held out and won out for adherence to the agreement against two men: the late James Mullenbach, who later distinguished himself as one of the greatest labor arbitrators in American industry; and the late Sidney Hillman, who came to be known as one of America's great labor statesmen.

It is not that Miss Anderson flinched from the more arduous and dangerous activities of a union organizer. She organized workers in unions when that was not the accepted pattern in American life; she went on strike when that was the only solution; she picketed; she was arrested and spent a night "alone in a filthy cell with nothing in it except a dirty old cot and a wooden chair and . . . an open sewer running through it."

"Often strikes," she writes, "are the only way out and are absolutely necessary, but sometimes they are not justified and in that case they do harm to the whole trade union movement."

She realized, however, that the techniques of negotiation are learned slowly both by management and by labor. Foremen who for years have arbitrarily hired and fired, workers who have had to retaliate in defiance cannot easily adjust themselves to the tedious methods of the conference table.

"I found by experience," she says, "that it is the drudgery of doing little things and hammering away to get a little improvement here and a change for the better there that really counts for the most in the long run."

Miss Anderson is not unique in this conviction. What she advocates is practiced many times in American industry, but as she states, few newspaper writers (she mentions Carl Sandburg as a notable exception)



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catch the drama of negotiation; it is the strike that they spotlight.

It has been shown that for every strike, there are hundreds of disputes settled at the conference table; that every day all over the United States there are representatives of labor and management settling their disputes around the conference table, but these proceedings are largely ignored in the American press.

Miss Anderson's book renders a great service in concentrating attention on this important development in American labor-employer relationships.

Her life was devoted primarily to the improvement of conditions for women workers. Her approach to this problem is realistic and objective. Although she knew from actual experience the discrimination suffered by women from all groups of men, even men in the labor movement, she never fell into bitter resentment but developed an understanding of this old male prejudice.

She never surrendered to the doctrinaire position of orthodox feminists, who pursue a sterile, unrealistic fight for women's rights even when their activities endanger the hard-fought gains for working women.

Again and again she had to spike the pin money argument, sometimes advanced by unscrupulous employers and sometimes by misguided working men, who alas had imbibed the age-long prejudices of the male before they had learned the fundamental lessons of trade unionism.

Patience she explains that the labor men felt inferior if they did not get higher wages than women, and they never sensed the danger to their own wage rates if women worked at the same job for less pay. But she plugged away, helped by a sense of humor and infinite patience.

She can tell without rancor and with understanding how Andy Furuseth, the sturdy leader of the Seamen's Union, at an AFL convention opposed the endorsement of the eight-hour day for women because chivalrous bachelor that he was, he felt that women belonged in the home and that men should take care of them.

Even Samuel Gompers, she points out, had to be prodded into appointing labor women on important committees. It was during World War I that a committee to advise Mr. Gompers in problems affecting women in war industries was appointed. It was found that the only woman on the committee was Lillian



Russell, the distinguished actress! Mr. Gompers quickly saw the irony of this and appointed several working women to his committee, including Miss Anderson.

All her life she served as a member of the National Executive Board of the International Boot and Shoe Workers' Union, the only woman member on it and the only member unpaid. She worked on the Board uncompainingly so that, as she puts it, "I could keep a toe-hold for women in this great union."

Trade unionism as essential to a better way of life in an industrialized society has not yet been entirely accepted in America; the dual role of women as bread winners and home makers and the terrific physical and psychological strain it imposes, is not yet adequately understood, and awaits further analysis. But Mary Anderson's book, with its factual account of the step by step improvements in these important areas has done much to clarify these problems.

LILLIAN HERSTEIN, *Local 1, Chicago*

*As published in the "Federation News," Dec. 1, 1951*

## ***A welcome contribution to the language arts field***

### **LANGUAGE ARTS IN THE ELEMENTARY SCHOOL**

By RUTH G. STRICKLAND. D. C. Heath & Co., Boston, Mass. 1951. 370 pp. \$3.75.

A book of scope and comprehension about language arts in the elementary schools is always welcome. And one that displays the additional virtues of simplicity, readability, and hard-headed common sense is doubly so.

Dr. Strickland has given us here a point-of-view book that, while bowing respectfully in the direction of traditional educational dogma, proceeds to devastate it with lady-like logic. It is refreshing to have so well-written a book present such practicality in ways that should give pause to many teachers. Her understanding of the place of verbal communication in the scheme of things shows with clarity. She must have been hard put to confine herself to a statement of point-of-view. A tugging at the leash in the direction of giving know-how was apparent. Yet it is well known that it is difficult to talk just theory without reference to the way it works. The lack of an ivory tower for this teacher's teacher was evident in all discussion of actual school situations. The author's closeness to and understanding of classroom management makes this book an excellent one for teacher use. It is to be hoped that a later volume will expand upon the know-how aspects here suggested.

The chapters on written language in schools were especially noteworthy. The exposition of the difference between personal and practical writing, the emphasis on the creative aspects of the latter merit special praise. Also the logical attacks on useless drill in grammar, usage, punctuation, and other traditional formalized patterns should do much to ease the burden

## **CORRECTION**

In our issue of last December we stated incorrectly, in a report of a panel discussion on the subject, "Attacks on Public Education," that Miss Jeannette Veatch was at Teachers College, Columbia University. Miss Veatch is teaching in the School of Education, New York University, and has never taught at Teachers College, Columbia University.

A book review by Miss Veatch is published on this page.

of guilt that imaginative and creative teachers sometimes carry when they unleash the writing potentials of their children.

Similarly noteworthy is the comprehensive bibliography of books, articles, and research studies in the field of language arts as it relates to child development and curriculum. This reviewer will not be alone in her delight over the extent and pertinence of the list. Dr. Strickland has done a scholarly job of selecting data to support her theses. Again the eminent practicality of the book shows through.

Perhaps it is merely an expression of this reviewer's idiosyncrasy, but the treatment of classroom discussion seemed desultory and too dependent upon the individual teacher. Greater attention might have been given to the dispensability of the teacher in discussion situations. While this idea may have been implicit throughout the book, perhaps more explicit statements would have been desirable.

Nevertheless, this is a minor criticism of a work that should be widely sold and used throughout the nation. Some might wish for greater depth and detail. But it must be realized that the breadth of the area precludes the fulfillment of such a wish. Here is a book that shows the forest without ignoring the trees. For such favors one should be grateful. Dr. Strickland has done the field of language arts in the elementary school a distinct service, and D. C. Heath should be congratulated for publishing the book.

JEANNETTE VEATCH, *Local 2, New York*  
*School of Education, New York University*

## ***The story of the ILO***

### **LASTING PEACE THE I.L.O. WAY**

*Published by the International Labor Office. Can be obtained from the ILO Office, 1825 Jefferson Place, Washington 6, D.C. 1951. 124 pp. 25 cents. Single copies free.*

This new booklet describes in easy-to-understand language the history and growth of the International Labor Organization from the time of its founding in 1919. The publication explains in detail the procedures whereby the ILO functions as a three-way agency working with employers, workers and government groups.

Achievements of the ILO and its work through the post-war years are also set forth. Several photographic and chart illustrations are included.

Many labor education experts report that the book is an excellent addition to their libraries.





# from the LOCALS

## Novel employment of machines speeds Professor Curti's research project

**223** MADISON, WIS.—In what is believed to be the first combination of traditional and machine research ever attempted on an historical project, Professor Merle Curti and three assistants are seeking to prove or disprove Frederick Jackson Turner's thesis that the frontier fostered democracy.

Curti, a distinguished AFT member, has been Frederick Jackson Turner professor of history at the University of Wisconsin since 1947.

"We've heard considerable criticism by Eastern historians of Turner's theory," Curti explains; "so we've chosen a Wisconsin frontier community to study the theory from all angles." The area selected for research is Trempealeau County, where there are no big towns and no industries.

With his assistants, Curti is analyzing every family living in the county between 1850 and 1890. By interviewing old settlers and by reading through old manuscripts, newspapers, and unpublished census data, the research team is collecting masses of material to be put on about 20,000 cards. The cards will then be fed to machines to get the answer to many questions.

The questions to be asked the machines include the following:

What property did the county people of the period in question hold? How long did it take them to improve their acreage? Did late-comers have as good a chance at good land as early settlers? Was there equality of educational opportunity? How soon were late-coming Germans and Poles elected to county office? To what extent was there equality of economic opportunity that Turner thought was localized in the frontier?

When did women begin to take over civic responsibilities? How many cattle did each early resident own? How many children did he have? What was the value of his property? What was the relation between office holding and the economic status of the population? What factors made business enterprises succeed? What religions flourished in the area?

"When all these questions have been answered, we feel we'll have as clear a picture of our frontier community as is possible to get," Curti says.

"Up to now, machines have been used to gather historical economic data, but we believe our combination of machines and traditional methods to test all historical aspects of the grass roots is unique," he concludes.

## Quincy union teachers appreciate protection of special benefit fund

**809** QUINCY, ILL.—Quincy teachers have extra protection over and above sick leave and pension benefits, because of a fund established by the local when it was chartered. The fund has been increased to the point where its soundness is unquestioned.

Every year a rummage sale is held, the proceeds of which go to the Benefit Department Fund. This supplementary profit, added to the \$4 paid annually by each member, strengthens the fund and insures the payment of all claims in full.

During the year a member may be paid up to \$200. The payments begin at the expiration of the time paid for by the Board and continue for 40 days at \$5 per day.

The summer benefit is of particular value since such protection is not usually offered by teacher benefit plans. Local 809 pays \$5 a day after the first six days until a \$75 limit is reached. This vacation clause affords specific proof of the union's concern for the welfare of its members.

## Union backing puts Edwards in legislature

**1070** MUHLENBERG COUNTY, KY.—Harold Edwards, former president of the Muhlenberg County Teachers Union, has been successful in his campaign for election to the Kentucky Legislature. And this victory can be credited to union support. It is true that Mr. Edwards had a sound platform, but he was competing with a well-established and experienced politician. Moreover, he was not swept into office by a party victory; the margin of victory in all county offices was very small and successful candidates were found among both Republicans and Democrats. Only the support of his fellow unionists could account for the success of one who was not the "machine candidate."

## N.U. honors AFT members

Three AFT members were among the one hundred noted residents of the Midwest honored at the Centennial Convocation at Northwestern University in December. The recipients of the awards were statesmen, artists, scientists; business leaders, and other prominent citizens. They were selected from the six states which were originally part of the Northwest Territory for which Northwestern University was named.

The honored AFT members were: Paul Douglas, Senator from Illinois; Merle Curti, author and professor of history at the University of Wisconsin; and Helen C. White, author and professor of English at the University of Wisconsin.

## Union teachers discuss non-wage benefits

**958** PROVIDENCE, R. I.—The Providence Teachers Union has been sponsoring a series of small group talks on topics of interest to union teachers. At a recent meeting in the series, the topic was non-wage benefits. Professor Phillip Taft of Brown University spoke on the topic "After Salaries, What?"

## Value of union shown in establishment of satisfactory seniority rule

**66** BOSTON, MASS.—The seniority system for transfer of teachers in the Boston Public Schools provides an excellent example of the way in which the union has made its weight count in a truly vital matter. The local's seniority committee worked with the school administrators for almost a year before agreement was reached. The plan is of benefit to every teacher in the Boston Public Schools, both union members and non-members. But the teachers who are union members feel an extreme degree of satisfaction because here is evidence that teachers may have a voice in meeting problems which, without union organization, were sources of injustice and rancor.

The policy is as follows:

1. Seniority is defined as precedence of appointment under a permanent certificate, e.g. Certificate IV, High School, English.

2. Seniority for re-entrants shall be based upon years of service rather than date of appointment under a permanent certificate. Re-entrants will not be eligible for seniority rights until two years after date of re-entrance.

3. The Office of Personnel shall establish in June of each year senior-

ity lists of teachers who will be in excess in their schools for the following school year. Seniority will be observed in the assignment of excess teachers. If possible, all transfers of excess teachers will be made in June or July for the following year.

4. The Office of Personnel shall establish annually seniority lists of permanent teachers who request transfers to fill vacancies. These lists will be established following a circular to the service on or before June 1, and will be used to fill vacancies during the following school year.

5. In the event of dispute, the Assistant Superintendent in charge of the Office of Personnel shall decide, subject to the right of appeal to the Superintendent and finally, if necessary, to the School Committee, by whom the disputed position shall be filled.

6. All appointments and transfers will be made as prescribed in the Rules and Regulations. The Duties and Responsibilities of the Superintendent, as set forth in Chapter 111, Section 56, Paragraph 1, and Section 58, Paragraph 1, will in no way be modified by the procedure outlined above. The procedure outlined above may be modified only after presentation by the Superintendent to the School Committee for action.

## Here is the success story of the Gary Credit Union

**4** GARY, IND.—The interesting story of the growth of the Gary Credit Union is told by Michael A. Verkuilen, president of both the Gary group and of the Indiana State Council of Credit Unions. Mr. Verkuilen is one of the most active members of Local 4.

In February 1935, eight Gary school employees invested \$40 each and applied for a charter to organize the Gary, Indiana School Employees Federal Credit Union. The purpose was to promote thrift among the members and to provide a source of credit for provident and productive purposes. This modest start has now grown into an organization with 1,071 members and assets of \$291,156.46. Although the reserve for bad loans amounts to \$6,000, the group has never had a bad loan.

The organization carries life savings insurance on all accounts up to \$1,000, as well as borrower's protection insurance on all loans. Loans of \$400 or less may be made on signa-

ture only, but loans up to \$2,000 are available with proper security. The interest rate on loans is 1% a month. Last year the dividend rate was 3.5%.

The motto of the credit union—"Not for profit, not for charity, but for service"—seems most appropriate.

## Union establishes democratic procedures

**943** SOUTHWEST SUBURBS, ILL.—Under the guidance of Harold Louderback, president of 943 for a third term, the teachers of the districts southwest of Chicago have assumed an increasingly important role in school affairs. Democratically elected committees now meet with administrators on questions of salary, class schedules, and general policies. Illustrative of the success of these committees is the fact that the general trend towards larger classes has been reversed and the class loads have decreased.

## Civic support wins gratitude of 703

**703** MANSFIELD, O.—Mansfield considers itself a fortunate city in many ways. Chief among these is the splendid show of confidence in the school system registered at a recent election, where a five-mill levy was adopted. Their bulletin expresses the gratitude of the Mansfield Federation in this way:

"When thousands of citizens, many of them drawing fixed salaries, go to the polls and adopt measures to increase their already heavy tax burden, they must be motivated by an admirable civic devotion. This is undoubtedly due in part to the favorable action of our present conscientious and hard working school board. We teachers owe the citizens and board a debt of gratitude not only for their expression of faith in our school system, but also for the board's expressed promise to improve the salary schedule . . ."

## Leaders praise local at first anniversary

**1085** TAYLOR TOWNSHIP, MICH.—About two hundred persons joined in the celebration of the first anniversary of Local 1085. Mrs. Jessie Baxter, president of the Michigan Federation of Teachers and AFT vice-president, spoke, reviewing the growth of the AFT and emphasizing its value to the child, the school, and the community. She also praised the accomplishments of the local in its first year as an organization.

Glen Bowen, superintendent of the Taylor Township Schools, complimented the teachers on their splendid cooperation. Mr. Clarence Randall, president of the board of education, as well as the secretary and other members of the board were also introduced. Each extended good wishes for the continued progress of the local.

## M. Sophie Campbell heads labor committee

**958** PROVIDENCE, R. I.—At the recent convention of the Rhode Island Federation of Labor, M. Sophie Campbell was named chairman of the education committee. Miss Campbell is president of the Providence Teachers Union and an AFT vice-president.

## "SHORTHAND IN ONE WEEK"

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## Milwaukee enjoys improved salary schedule

**252** MILWAUKEE, WIS.—The 1952 salary schedule for Milwaukee teachers will start at \$3,215 for teachers with an AB degree, with automatic \$200 increases until a maximum of \$5,215 is reached. The MA classification will start at \$3,315, with a \$5,515 maximum and the possibility of reaching \$5,915 with additional training.

The Milwaukee Teachers Union points out that since 1945 the annual increment has been increased from \$50 to \$100 on a 21-year schedule, to \$200 on an 11-year schedule. The union expresses appreciation that the Board of Education has acted in good faith to bring the Milwaukee schedule to a level that compares favorably with that of any other city of its size in the United States.

A special salary committee of the Milwaukee Board of Education has also recommended for approval the

proposal made by the Milwaukee Teachers Union that when a teacher has earned sufficient credit to move from one salary division to the next, he should receive the increment the month following his report of the credits, instead of waiting until the end of a semester or year to enjoy the benefit of his work.

## Eau Claire outlines program for 1952

**696** EAU CLAIRE, WIS.—The main objectives set up by the Eau Claire Federation of Teachers for 1951-52 include the establishment of a citizens' committee to study the building problem, the revision of the present system of extra pay for extra jobs, promotion of the organization of vocational teachers, and a study of possible revision of the master contract with a \$400 raise across the board.

## AFT members interview exchange teachers

**111** PORTLAND, ORE.—For the third year, May Darling and Cecile Oliver, members of the Portland Teachers Union, are serving on the regional committee to interview candidates for exchange teaching positions in foreign countries. This is the federally sponsored program under which teachers in this country exchange positions for one year with teachers in foreign countries.

## 504 organizes new unit for grade schools

**504** LAKE COUNTY, ILL.—The Lake County Local has reorganized to include a grade school unit. Dick Brett is high school chairman and B. H. Dougherty is grade chairman.

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**Mail application (by May 10, 1952) to**  
**Miss Layle Lane**  
**226 W. 150th Street, 2J**  
**New York 30, N.Y.**

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## APPLICATION FOR SCHOLARSHIP FOR A.F.T. WORKSHOP

*awarded by Committee for Democratic Human Relations*

The American Federation of Teachers has made available a scholarship of \$100.00 to cover the costs of tuition and living expenses of an AFT member attending the AFT Workshop at Madison, Wisconsin.

This scholarship is awarded in the hope that it will aid the recipient in strengthening the practice of democratic human relations within his or her local and its community. It is also hoped to facilitate the development of favorable public opinion regarding labor unions and their aims. Preference will be given a candidate living in an area where acceptance of democratic human relations such as lack of bias based on social, racial, religious, or economic factors seems difficult to attain.

Name.....

Address.....

Present teaching position.....

Professional affiliations.....

Labor affiliations.....

Community activities.....

Remarks (may be a statement of reasons for application).....

## Improve pension plan of Chicago teachers

**1** CHICAGO, ILL.—Largely through the efforts of the Chicago Teachers Union, Chicago teachers now have an improved pension system. This new pension plan includes many benefits.

1. A teacher may retire after 20 years of service.
2. No pension will be paid until the teacher has reached 55 years of age.
3. After 20 years of service a teacher is eligible for a pension of \$880 a year.
4. This amount is increased \$100 for each year beyond 20 years up to a maximum of 40 years. Thus a teacher with 40 years of service would receive a pension of \$2880, a teacher with 39 years of service would receive \$2780, etc.
5. Improved allowance for disability provides that a teacher after 20 years may retire on total disability at full pension at any age.
6. It further provides that a teacher may receive \$480 per year after 10 years of service at any age if totally disabled. This \$480 is in-

creased \$40 per year for the next 10 years, at which time it would be \$880.

7. In the event of the death of the contributor while in service, the full amount of his contributions is returned to his estate.
8. An annuitant who dies before having drawn the amount equal to his contributions leaves the balance to his estate.
9. Contributions by the teachers have been increased so that they pay \$165 per year for the first three years; \$200 the next three years; \$235 the next three years; and \$270 per year thereafter.

The new emeritus pay for teachers who retired at the compulsory retirement age was increased by \$500 for those who retired before June 1947, and by \$300 for those who retired after June 1947. The reason for this difference is that in July 1947 the legislature increased the pension by \$500; therefore, those who retired after that date have been receiving \$500 more than those who retired previously.

## Traveler reports on strength of teachers' unions in England

**1020** MONTEREY COUNTY, CALIF.—The *Monterey County Teacher* is publishing a lively report on a European trip by one of the members of Local 1020. In a recent issue, the traveler reported a visit to an English school and made the following observations:

"It might be worth adding that almost all the teachers in England belong to the union. . . . Once a teacher receives a job he is hired and, unless tremendously out of line, he stays at that school unless he personally requests to go elsewhere. In effect, everyone has tenure from

the start. Also salaries are standard all over England except in certain areas where there are cost of living adjustments. . . ."

### 943 begins 6th year

**943** SOUTHWEST SUBURBS, ILL.—The Southwest Suburban Teachers Union held its fifth annual anniversary dinner in December. A group of more than seventy people enjoyed the evening. Among the guests were Irvin Kuenzli, AFT secretary-treasurer, and Mrs. Kuenzli; John Fewkes, president of Local 1 and AFT vice-president, and Mrs. Fewkes; Mary Wheeler, AFT vice-president; Mr. and Mrs. Story and Mr. and Mrs. Palmer of York Township High School; Mr. and Mrs. Meyer Halushka, of Chicago; and Robert Hayes, Assistant Superintendent of Cook County Schools.

### Babcock fights prejudice

**460** NORTH SHORE, ILL.—Russell Babcock, a former Winnetka teacher and a charter member of Local 460, is director of the Governor's Commission on Human Relations. The Commission seeks to eliminate discrimination in job opportunities, education, and other areas.

## West Indies teacher addresses Carver group

**964** FERNDALE, MICH.—Miss Amy Bailey, lecturer, educator, writer, and former executive member of the Jamaica (West Indies) Union of Teachers, was invited to Michigan as part of her tour of the United States.

Miss Bailey was guest speaker at a tea sponsored by the Carver School Federation of Teachers, Local 964, in Ferndale, Michigan. She also spoke before the Carver School pupils, and groups at East Detroit High School, Michigan State Normal College, the Consumers League of Michigan, and the West Indian League.

For her discussions with teachers and other adult groups, Miss Bailey chose the topics, "Education in Jamaica," "Economic and Social Conditions in Jamaica," and "The Jamaican Political Set Up." To children's groups she spoke on "The Children of Jamaica and their Habits and Customs."

## Pittsburgh participates in Labor Forum

**400** PITTSBURGH, PA.—As a variation from the luncheon conference type of meeting, the Pittsburgh Federation of Teachers this year participated in a Labor Forum. It was supported both by church groups and by representatives of organized labor.

This "Institute on Public Questions of Interest to Labor" consisted of a series of weekly meetings extending over a period of six weeks. At the final meeting the topic "Labor and Education" was discussed by Irvin R. Kuenzli, AFT secretary-treasurer, and Professor William Allison Yeager, Professor of Education at the University of Pittsburgh.

## Improve sick leave rule

**951** WOONSOCKET, R. I.—At the request of the Woonsocket Teachers Guild, the Woonsocket School Committee recently adopted a new rule for a more generous sick leave policy. By this action teachers may now accumulate as much as 90 days' leave.

Service in years	Days per year	Cumulation in days
1 to 10	10	30
11 to 25	15	60
after 25	20	90

new hope for hearts



AMERICAN HEART WEEK

# The State Federations Meet

## Governor's promise to support salary increase highlights Delaware Federation convention

The Federation of Delaware Teachers, formerly the Wilmington Federation of Teachers, recently held a stimulating two-day conference on the theme "Toward a Better World." One of the outstanding moments of the conference came during the speech of Governor Elbert N. Carvel when, for the first time, he promised support for an increase in teachers' salaries and further said that he would seek to have the matter introduced in the state legislature at its special session.

The union committee had, of course, been doing much preparatory work in the effort to win this promise. They had gained the support of the Wilmington Central Labor Council, the Delaware Federation of Labor, the Chairman of the State Republican party, and that of the Chairman of the State Democratic party. There had also been a con-

ference with the Governor himself. However, the Governor's promise to work for the \$400 salary increase can certainly be said to have added zest to the conference!

Other features of the program included a speech by Miss Beatrice McConnell of the Children's Bureau, U.S. Department of Labor, and a talk by Arthur Elder, former AFT vice-president, on "Teachers' Salaries and Methods of Financing."

A study section for elementary teachers considered "Curriculum Guides" under the direction of Dr. Ralph Preston, Associate Professor of Education, University of Pennsylvania. Meanwhile the section for secondary school teachers considered problems of the secondary school. A discussion period following these panels completed the constructive program.

## Exchange teachers heard at state meeting

Tacoma was the scene of the seventeenth annual convention of the Washington State Federation of Teachers in December. From the nine o'clock registration until the close of the evening banquet the day was packed with events of practical value. The morning session, which included a workshop on the accomplishments and problems of locals, was a closed meeting, but the afternoon panel on the "Exchange Teacher in International Education" was open to visitors.

At this panel discussion, Leonard Holden, of Tacoma, told of his Fulbright-sponsored year in Wanstead-Woodford, London, England; E. J. Bjorkquist related experiences from his work for the Department of State in Teheran, Iran; and Theodore Cederberg, of Everett, described

his two years in Vienna, Austria. To get the other side of the picture, Roald Cappelen-Smith, of Oslo, Norway, who is teaching in Everett this year, gave his impressions of American schools, teachers, and pupils.

Dr. Hugh A. Bone, author and professor of American government at the University of Washington, spoke at the banquet. Having a background of experience with a U.S. Senate Committee investigating campaign expenditures and with the New York State legislature on a study of industrial and labor problems, Dr. Bone discussed with authority the topic, "The Use and Abuse of Legislative Investigations."

The program certainly justified the prediction that this was a "work-ing convention with no time wasted."

## California studies teacher-labor relations

The California Federation of Teachers held its annual convention in San Francisco. Delegates agreed that the outstanding feature of the convention was the address of the Honorable Francis Dunn, chairman of the Education Committee of the California State Assembly. He spoke on the relation of the union teacher to the labor movement. Because of his thirty years of association with the cause of labor and long identification with educational legislation, his words carried great weight.

Other speakers included George Johns, secretary of the San Francisco Labor Council and former president of that city's Board of Education, and Charles Foehn, a labor member of the present San Francisco Board of Education. John M. Eklund, AFT president, discussed ways to overcome the difficulties encountered in organizing teachers.

The convention voted on questions concerning salaries, pensions, and class size. They also asked for legislation on extra-curricular activities.

## Illinois gets advice on organizing

Henry Zaber, president of the Illinois State Federation of Teachers and former AFT vice-president, suggests:

"Each local should appoint a member or committee to make contacts with teachers in near-by non-organized school districts. AFT vice presidents and ISFT officers are available for assistance in this matter. In many cases, however, unorganized teachers will be most impressed by interest shown by members of a successful local in a neighboring city.

"Don't wait for a crisis to move into a new area. Acquaint the non-union teachers with our aims and accomplishments and, in particular, with those of your own local. Remember, in helping your neighbors organize to better their conditions and salaries, you are also helping yourselves in the protection of your own standards."

*Illinois Union Teacher*

## Progress and growth reported in Kentucky

Reports given at the convention of the Kentucky Federation of Teachers indicate that the past year has been one of progress for that organization. There has been a substantial increase in membership, and the regular publication of the *Kentucky Teacher* since its authorization in 1950 was also a highlight of the year's program.

In addition to the reports of committees, convention delegates heard a speech by E. H. Weyler, Secretary of the Kentucky Federation of Labor, and another by Mary Wheeler, AFT vice-president.

Approval of the legislative program to be introduced at the coming Kentucky Assembly constituted an important part of the agenda. Bills to be proposed concern the improvement of teacher retirement, reduction and limitation of the number of students in special classes for the handicapped, and restriction of arbitrary transfer of teachers from their major field of study.

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## **CALL FOR BI-LINGUAL TEACHERS!**

The Voice of America would like a list of American teachers who can speak a foreign language, the AFT Committee on Democratic Human Relations recently discovered. Practically any language is of interest to the VOA, as the broadcasts are made in 56 different tongues.

Recently the AFT Committee requested an interview with the VOA for the purpose of exploring the possibility of collaboration between the two organizations on future programs emphasizing democratic human relations. During the interview, the VOA expressed itself as being in need of bi-lingual teachers. As a first step in the direction of cooperation, it seemed that a list of teachers who might be used on foreign language broadcasts could be compiled, whether or not their services would later be requested.

The Committee on Democratic Human Relations is asking that all locals send the names of such teachers, or that individual teachers send their names, if they so desire, to:

Miss Layle Lane  
226 W. 150th St., 2 J  
New York 30, N. Y.